

LEMIRA ELEMENTARY

952 Fulton Street
Sumter, South Carolina 29153

GRADES K-5 Elementary School

ENROLLMENT 583 Students

PRINCIPAL Mrs. Delcia Harper-Baxter 803-775-0658

SUPERINTENDENT Zona W. Jefferson, PhD 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	10	57	48	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

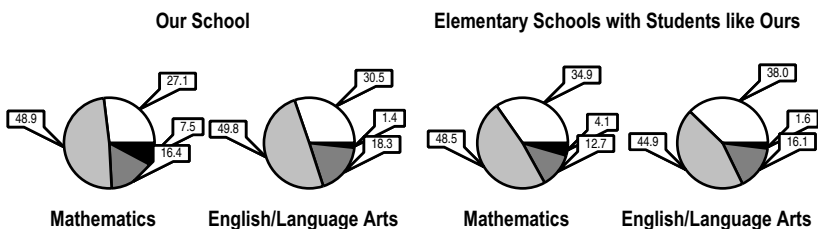
FOR MORE INFORMATION, VISIT WEBSITES AT:




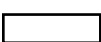
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	45	104	68
Percent satisfied with learning environment	95.6%	75.7%	93.8%
Percent satisfied with social and physical environment	97.8%	67.6%	83.3%
Percent satisfied with home-school relations	56.8%	86.3%	86.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	316	99.4	30.5	49.8	18.3	1.4	19.7	17.6
Gender								
Male	170	99.4	31.8	51.3	14.9	1.9	16.9	17.6
Female	146	99.3	28.8	48.0	22.4	0.8	23.2	17.6
Racial/Ethnic Group								
White	35	100.0	12.1	42.4	39.4	6.1	45.5	17.6
African-American	279	99.3	32.8	51.2	15.2	0.8	16.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	239	99.2	28.2	48.1	21.8	1.9	23.6	17.6
Disabled	77	100.0	38.1	55.6	6.3	N/A	6.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	316	99.4	30.7	49.5	18.4	1.4	19.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	316	99.4	30.5	49.8	18.3	1.4	19.7	17.6
Socio-Economic Status								
Subsidized meals	281	99.3	33.6	50.4	14.3	1.6	16.0	17.6
Full-pay meals	35	100.0	8.6	45.7	45.7	N/A	45.7	17.6

Mathematics								
All students	316	99.7	27.1	48.9	16.4	7.5	23.9	15.5
Gender								
Male	170	99.4	20.8	52.6	18.2	8.4	26.6	15.5
Female	146	100.0	34.9	44.4	14.3	6.3	20.6	15.5
Racial/Ethnic Group								
White	35	100.0	12.1	30.3	30.3	27.3	57.6	15.5
African-American	279	99.6	29.0	51.8	14.3	4.9	19.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	239	99.6	23.5	47.9	18.9	9.7	28.6	15.5
Disabled	77	100.0	39.7	52.4	7.9	N/A	7.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	316	99.7	26.6	49.3	16.5	7.6	24.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	316	99.7	27.1	48.9	16.4	7.5	23.9	15.5
Socio-Economic Status								
Subsidized meals	281	99.6	28.2	52.2	15.5	4.1	19.6	15.5
Full-pay meals	35	100.0	20.0	25.7	22.9	31.4	54.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	101	N/A	35.6	44.6	16.8	3.0	19.8
	Grade 4	106	N/A	26.0	63.5	10.6	N/A	10.6
	Grade 5	92	N/A	29.3	53.3	17.4	N/A	17.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	10.3	47.4	37.2	5.1	42.3
	Grade 4	113	99.1	34.3	48.5	17.2	N/A	17.2
	Grade 5	111	99.1	42.2	52.9	4.9	N/A	4.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	101	N/A	34.0	48.0	13.0	5.0	18.0
	Grade 4	106	N/A	41.3	44.2	12.5	1.9	14.4
	Grade 5	92	N/A	30.4	48.9	16.3	4.3	20.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	12.8	43.6	26.9	16.7	43.6
	Grade 4	113	100.0	29.0	53.0	15.0	3.0	18.0
	Grade 5	111	99.1	36.3	49.0	9.8	4.9	14.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 583)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.6%	Down from 5.5%	2.8%	2.4%
Attendance rate	96.4%	Down from 96.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.4%	Down from 5.5%	5.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.2%	Up from 12.0%	7.8%	8.0%
Older than usual for grade	3.3%	Up from 2.1%	2.7%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	39.2%	Down from 40.0%	46.2%	50.0%
Continuing contract teachers	76.5%	Up from 74.0%	78.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.0%	Up from 86.1%	79.8%	86.2%
Teacher attendance rate	93.6%	Down from 94.9%	95.0%	95.3%
Average teacher salary	\$35,817	Down 0.3%	\$38,063	\$39,909
Prof. development days/teacher	N/R	N/R	13.5 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio	14.8 to 1	Down from 15.9 to 1	17.0 to 1	18.9 to 1
Prime instructional time	81.8%	Down from 90.1%	88.5%	89.7%
Dollars spent per pupil*	\$5,608	Up 5.9%	\$6,725	\$5,892
Percent spent on teacher salaries*	65.8%	Up from 64.1%	63.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This was another busy and productive year at Lemira Elementary School with the cooperation of parents and the community. Our goal continues to be the total development of the child as a productive, competent member of society through challenging, learning opportunities.

Our faculty continued to obtain knowledge of the South Carolina standards through district and school professional development opportunities. We participated in workshops such as: Unwrapping the Standards, Write Traits Model, Media Technology, Reading Recovery Strategies in the Classroom, Science Projects, Using Test Data to Improve Instruction, Seven Steps to Critical Thinking, and Problem Solving Strategies.

Mary Clark-Elliott, a reading recovery and enrichment teacher, was our Teacher of the Year. Her dedication shines through whenever she works with the students. She engages the students in thought-provoking activities that reinforce reading and writing skills. She also did an outstanding job as coordinator of our Character Education/Service Learning Project with the Carriage House Nursing Home. Her remarkable performances in the classroom led to her being selected to participate in the March 2003 STAR seminar.

Among our successes are: 1) students read over 72,000 books; 2) the 4-Hclub was selected the best in Sumter County; 3) we received a \$1,000 grant for science from Alion Science and Technology; 4) three teachers received Derthick Foundation Grants; 5) a fifth grader was a district winner in the Young Writers Contest; 6) two teachers were presenters at the SC Math Conference; 7) the Percussion Ensemble received an invitation to play at the Percussive Society International Conference in Louisville, Kentucky; 8) we continued partnership with the Sumter Cultural Commission to sponsor the Lemira Dance and Art Project; and 9) Cukye Nelson was selected Office Professional of the Year by the AEOPSC.

We continue to seek innovative strategies to maintain an effective family/community partnership. We also provide opportunities for students to develop critical thinking and reasoning skills.

The faculty and staff at Lemira Elementary are committed to excellence.

Delcia Harper-Baxter, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.